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The study set out to (1) obtain a profile of the student population, (2) identify student motivation, (3) identify the impact of the institute, and (4) note differences between regular students (Group A) and those in the Manpower Retrieval Project (Group B). Forty Group B and 66 Group A students were examined by questionnaire and interview. Among the findings were: (1) Group B was generally of a lower socioeconomic class than Group A, (2) main reasons for attending the Institute were to catch up on school work, prepare for college, and improve self-understanding, (3) the Institute's greatest effect was on student gain in mastery of subject matter, improved study habits, and increased self-awareness. In student perception, helpful and understanding teachers, the climate of encouragement and scholastic freedom, the curriculum, and the opportunity for self-realization were all important. They felt the main reasons for dropout were students' own limitations (financial or domestic difficulties, lack of interest, or determination), curriculum lacks (unstimulating learning experiences), poor attendance policies, and inadequate counseling. (The teachers also noted student misplacement through use of unreliable placement tools. On the whole, however, the students have made positive gains in academic subjects, in self-confidence and self-esteem, in broadened outlook, and in the wish to pursue their education. (HH)

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EVALUATION OF THE DEVELOPMENTAL PROGRAM  
(Fall, 1967-68)

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LOS ANGELES

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CLEARINGHOUSE FOR  
JUNIOR COLLEGE  
INFORMATION

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# Evaluation of the Developmental Program

## Introduction

The Developmental Institute of the Central YMCA Community College was started in September 1967 to meet the needs of those students who would like to go to the college but who may not be adequately prepared for the college. It was essential for the people involved in the Institute to have a comprehensive profile of its clientele, to identify the strengths and weaknesses of the program, and to gain insights for improving the existing program. This was the basic reason for conducting this research study.

## Purposes

The following were the specific purposes of this research study:

1. To get a sociological, economic and educational profile of the student population.
2. To identify some of the factors that motivated the students to attend the Institute and continue their learning at the Institute.
3. To identify the impact of the Institute on students in terms of curriculum gains and personal improvement as perceived by the students.
4. To find out the nature and extent of differences between the \*Manpower Retrieval Project students and the regular developmental students.

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\* The Manpower Retrieval Project is a co-operative project between the North Eastern Illinois State College and the Central YMCA Community College funded by the Government under Title I. The objective of the Manpower Retrieval Project was to identify college potentials and to prepare them for a college. 75 students were accepted on this project. All of them were the Developmental Institute students.

## Research Design

A. Sample.. The total full-time students of the Developmental Institute during the fall semester of 1967 were 210 out of which 75 were Manpower students and 155 were regular developmental students. In the present study 106 students were included out of which 40 were Manpower students and 66 were regular developmental students. The students were selected at random. The regular developmental students are designated as Group A students and the Manpower students are designated as Group B students.

B. Collection of Data.. The data of the study were collected mainly through a student questionnaire (Appendix 1). The questionnaire is divided into two parts. The first part of the questionnaire seeks to obtain sociological, economic and educational background of the students. The second part of the questionnaire seeks to identify students' reasons for attending the Developmental Institute and factors that might have helped them in continuing their stay at the Institute. It also seeks to identify the student's perception of his own improvement and curriculum gains during the semester. The questionnaire was administered to all the students included in the sample.

In addition to the questionnaire, the author made use of the data gathered from the individual conferences he had with the students as a counselor and a series of conferences he had with the Developmental Institute faculty as the program director. The data that were obtained during these conferences were used to supplement and complement the data obtained from the student questionnaires.

C. Analysis of Data.. The data obtained from the student questionnaires were analysed by statistical methods. In order to find out the statistical significant differences between the two groups of students, chi square values were computed and the differences were considered significant at .1 level.

### Findings of the Study

This section is divided into two parts. The first part pertains to the sociological, economic and educational background of the students and the second part pertains to the other aspects of the study.

#### Part One

ables 1 and 2

#### Age, Sex, Marital Status and Race

On the average, the Institute has young adults. The average age of the students is 21.5. The age difference between the two groups of students is not significant. The age range of Group A students is 18 to 34 and that of Group B students is 18 to 46.

With respect to sex, there are more male students (61%) than female students (38%) in the program. Group B differs significantly from Group A with respect to female students. There are more female students in Group B than in Group A.

With respect to the marital status, a great majority of the students are single (79%). There are more divorced cases in Group B than in Group A. Group B differs significantly from Group A in this respect.

Race wise, a great majority of the students (71%) are negroes. There are more negro students (95%) in Group B than in Group A (55%).

Both the groups differ significantly in this respect. Races other than negroes are more in Group A (39%) than in Group B (5%).

While recruiting the students for Manpower Retrieval, the underprivileged students were given the first choice and this explains the significant differences between the two groups in above respects.

### Place of Birth

Table 3

On the whole, about one third of the students were born in southern states and one half of the students were born in Chicago. It is interesting to compare this information with the information regarding their parents' birthplaces. On the average, one half of the parents of the students were born in southern states. The percentage of parents of Group B students exceeded that of the parents of Group A students. Group B differs significantly from Group A in this respect. The percentage of parents of Group A students born in other states and foreign countries exceeded that of the parents of Group B students. Group A differs significantly from Group B in this respect. It is interesting to note that on the average, fifty per cent of the students were born in Chicago while thirteen percent of their parents were born in Chicago.

### Residential Location

Table 4

On the average, the students have lived in Chicago for about 16 years and have lived at their present address for about 6 years. It is instructive to get some idea of the residential location of the students. As Table 4 reveals, half of the students live in slum areas

and forty per cent of students live in upper lower class and lower middle class neighborhoods. A very small percentage of students (6%) live in upper middle and upper class neighborhoods. A larger percentage of Group B students live in slum areas than Group A students. Group B differs significantly from Group A in this respect. An inquiry about the schools these students attended last time indicates a positive high correlation (+.90) between the socio-economic compositions of their neighborhoods and the schools they attended. Since a large percentage of these students come from poor neighborhoods they seem to be educationally disadvantaged.

#### Family Composition and Living Arrangements

Table 5

The average number of brothers and sisters of the students is five. The average number of brothers and sisters of Group B students is larger (6) than that of Group A students (4). The number range is 1 to 14 with a greater incidence of larger number of brothers and sisters in case of Group B students than in case of Group A students. (refer to Table 5)

Table 6

Regarding the living arrangements, one third of the students live with both the parents, one fourth of the students live with their mothers and about one sixth of the students live by themselves. It is interesting to compare both the groups with respect to their living arrangements. The percentage of Group A students living with both parents is three times larger than that of Group B students

living with both the parents. Group B differs significantly from Group A in this respect. A larger percentage of Group B students (35%) live with their mothers as compared to Group A students (21%). Group B differs significantly from Group A in this respect. Four times Group B students live by themselves as compared to Group A students and they differ significantly from Group A students in this respect.

From the above information it becomes evident that a majority of the Manpower students either live with their mothers or by themselves. This fact, an indication of broken home situations, bears out the economic and personal hardships of these students.

#### Table 7

The inquiry regarding the number of people living in household is to be related to the type of house and the number of bedrooms they have in their house. On the whole, the number of people living in household is five and on the average both the groups do not show any difference in this respect. However, when this information is projected against the types of house and the number of bedrooms, it becomes more meaningful. On the whole, a large percentage of the students (70%) live in apartment houses. The percentage of Group B students living in apartment houses is much higher (85%) than that of Group A students (61%). Group B differs significantly from Group A in this respect. A larger percentage of Group A students (23%) live in separate detached homes than the Group B students (3%). Group B differs significantly from Group A in this respect.

On the whole, the number of bedrooms in the house of the students is two and a half. Group A students, on the average, have three bedrooms as compared to two bedrooms for Group B students. A larger percentage of Group A students (29%) have houses with four to six bedrooms as compared to Group B students (12%). Group B differs significantly from Group A in this respect.

### Economic Background

Tables 8,9,10,11 and 12 reveal information about the nature of the students' parents occupation, the nature and extent of student employment and student's need for employment.

ables 8 and 9

Tables 8 and 9 reveal that fathers of half of the students are employed and mothers of one third of the students are employed. Group A students seem to have a greater economic advantage since sixty one percent of their fathers are employed as compared to thirty seven percent fathers of Group B students. Group B differs significantly from Group A in this respect. Again, on the whole, fathers of 15 of the students are dead. Group B students have a greater disadvantage in this respect than Group A students. Thirty five percent of Group B students' fathers are dead as compared to fourteen percent of Group A students' fathers. Group B differs significantly from Group A in this respect. To sum up, the rate of father's unemployment and incidence of father's death

is significantly higher in case of Group B than in case of Group A students. The rate of mother's unemployment is much higher than father's unemployment in both the groups.

As reported earlier, a larger percentage of Group B students live with their mothers or alone and have their parents largely unemployed and fathers dead. This fact results in greater economic stress and strain for Group B students than Group A students.

Regarding the nature of father's occupation, on the whole, about 1/4 of the students' fathers are employed in semi-skilled occupations and about 1/10 in self-employed positions. 1/5 of the students' mothers are employed in semi-skilled occupations. When this general information is related to both groups of students, two things stand out. Group B students' fathers are not employed in any profession and the percentage of self-employed fathers of Group A students (15%) is three times the percentage of those of Group B students. Group B differs significantly from Group A with respect to father's self-employment. The percentage of mothers of Group A students employed in semi-skilled occupations is double the percentage of mothers of Group B students. Group B differs significantly from Group A in this respect.

With regard to the employment status of these students, the findings are encouraging. 85 percent of these students hold a job while in school. Most of them (78%) hold part-time jobs. Half of the total number of students are employed in semi-skilled jobs. One

third of the students are placed on the college work-study program and about one fourth of the students on both work-study program and Manpower Retrieval project and about one eighth of the students are on the Manpower Retrieval project. Though about fifteen percent of the students do not hold a job while in school, the need for employment is relatively high (34%).

Table 11 reveals one of the reasons why some of the students have a greater economic need than others. About 40 percent of the students provide a partial support for their family other than themselves.

The total economic picture obtained from the above information conveys the economic hardships of the student population in general and more so in case of the Manpower students.

### Educational Profile

Tables 13, 14 and 15 reveal the extent of education the students had prior to attending the Institute, their educational aspirations and career plans aspired by the students and their parents.

Tables 13,  
14 and 15

A great majority of these students (77%) have earned high school diplomas. A larger percentage of Group A students (86%) have had their high school diplomas as compared to Group B students (62%). Group B differs significantly from Group A in this respect. Among the students who earned their high school diplomas, majority of them graduated during 1965, 1966, and 1967. About thirty percent of the

students had taken some college level courses prior to attending the Institute. A larger percentage of Group A students (36%) had taken some college level courses than Group B students (20%). Group B differs significantly from Group A in this respect. This finding is significant from two points of view. For one thing, it indicates the need for the developmental program for a sizeable proportion of the college-bound population. In the second place, it indicates the desire of students to accept realities and make up for their deficiencies.

With respect to educational aspirations, student responses are overwhelmingly positive. On the whole, eighty percent of students aspire to go to a college or a university. The percentage of students not aspiring to continue their education is very negligible (3%).

Regarding their career aspirations after finishing school, on the whole, a large number of students (45%) aspire for professional type of work. About one sixth of the students would either like to go for skilled-jobs or for self-employed types of work. Many students have expressed their desire of working with the people and helping the people as social workers, mental health workers and teachers.

It is interesting to relate students' career aspirations with their parents' aspirations. On the whole, there appears to be a positive relationship between students' and parents' aspirations. A greater percentage of parents of Group A students (44%) aspire

for professional work of their children as compared to the parents of Group B students (25%). Group B differs significantly from Group A in this respect. The percentage of no response (27%) is striking. This coupled with "don't know" percentage (7%) could be an indication of lack of cooperation between students and parents or lack of concern about this matter or students having no parents at this time of their life. These percentages are significantly higher in Group B than in Group A.

A common pattern that emerges in both the groups is that of greater aspirations on the part of the students for professional, skilled and self-employed type of work. The students seem to have a stronger achievement motive than their parents seem to have for their children. Compared to Group A students the difference between the students' aspirations and their parents' aspirations seems to be somewhat greater in case of Group B students with regard to professional self-employed work situations.

## PART TWO

The second part of the study deals with the reasons for attending the Developmental Institute, the factors that helped the students in continuing their attendance at the Institute, the nature and extent of the impact of the Institute on the students, and the students' perception of the Institute.

## Reasons for Attending the Institute

Table 16 indicates the reasons given by the students for attending the Institute.

Table 16

"To catch up with the school work" seems to be the primary reason for attending the Institute (35%). Two other reasons given by the students as free responses may be considered with this primary reason. Those two reasons are "To prepare myself for college life" (13%) and "for self-improvement and better understanding of myself" (23%). These three reasons seem to indicate student's awareness of his limitations and his aspirations. The percentage of students attending the Institute to avoid the draft seems to be relatively small (7%). Counselors, friends and the work-study program are mentioned by the students as the chief outside sources that encouraged the students to attend the Institute (24, 13 and 11 per cents respectively). Group B students differ significantly from A students with respect to the outside sources that encouraged them to attend the Institute. In case of Group B students friends seem to have played a greater role than counselors and parents.

Conferences with individual students collaborated these findings. To get ready for the regular college program as quickly as possible was a major concern expressed by students during counseling. This concern acted as a motivational factor for a large number of

students in their programs. In case of the Manpower students (Group B students), the parents played a subordinate role as a majority of these students come from broken homes (as reported in Part One). Their counselors did not play an effective role as a majority of these students are high school dropouts (as reported in Part One).

#### Reasons for Continuing Attendance at the Institute

Reasons for continuing attendance at the Institute are reported in Table 17.

Table 17

The primary reason for continuing attendance at the Institute was the usefulness of the program (67%). Interested and likeable teachers, the adult-like treatment that the students received at the Institute and the interesting curriculum were pointed out as some of the other chief factors that facilitated students' attendance at the Institute. A special note should be made with respect to one reason reported by the students and that is their desire to finish what they have started. On the whole, about one third of the students have mentioned this reason. This intrinsic motivation needs special attention.

Group B students differ significantly from Group A students in two respects. For one thing, Group B students seem to have a greater intrinsic motivation revealed by the percentage difference in the response "I like to finish what I have started" (Group B 42%,

Group A 27%). For another, two times Group A students (30%) found subjects interesting as compared to Group B students (15%). The intrinsic motivation could have helped Group B students in continuing their attendance at the Institute.

Out of 33 students who graduated from the Developmental Institute by the end of the fall semester, 18 were Manpower students. This fact substantiates the greater intrinsic motivation of Group B students.

### Institute Impact

The one-semester impact of the Institute on the students is assessed in three respects: Student's gain in specific subjects, becoming a better learner, and self-improvement.

able 18

### Curriculum Gains

On the whole the students have expressed curriculum gains in all the subjects that they studied. With respect to gain from specific subjects, English, Social Science, Physical Science, Mathematics and Fine Arts are presented in descending order. About fifty per cent of students learned a great deal about English and Social Science, about forty per cent of students learned a great deal about physical science and mathematics and about twenty-five per cent learned a great deal about Fine Arts. The percentage of students who learned almost nothing about certain specific subjects (except English) is somewhat disturbing. Group B students differ significantly from Group A students with respect to Fine Arts. About sixty per cent of Group B

students gained nothing from fine arts as compared to about forty per cent of Group A students. As compared to Group B students (16%), two times group A students (33%) knew a little more about fine arts. There are no significant differences between the two groups in other respects.

A special note should be made regarding fine arts. As compared to other subjects, this course was organized in a non-traditional manner. The students were largely exposed to informal unstructured learning situations and student attendance was not mandatory. These could be the reasons for less curricular gains on the part of the students. Those who accepted this unconventional situation positively made some remarkable gains as evidenced in their original creations such as poems and art works:

### Learning Improvement

Tables 19 and 20 reveal students' learning improvement.

Tables 19  
and 20

An overwhelming percentage of students have indicated important gains for becoming a better learner than before. More than ninety per cent of students feel that they can be better students than before; eighty five per cent of students think that they will be more interested in learning than before; eighty per cent students feel that they are more determined to succeed in college and life than before and about sixty five per cent of students feel that

they are more sure of themselves about speaking up in class than before. About fifty per cent of students feel that they can get along better with their teachers than before. A great majority of students seem to have acquired ingredients for future learning. Teachers' opinions expressed in faculty meetings support this observation. During the semester, the teachers noted a gradual emergence of students from the initial phase of skepticism and apathy into greater interest and acceptance.

### Self Improvement

An overwhelming proportion of students seem to have made positive gains in self improvement. More than eighty per cent of students indicate that the semester's experience helped them to feel sure of themselves as persons. This gain could be compared with the attainment of greater self-confidence and tolerance. About eighty per cent of students think that they can participate in classes more than they used to and they have become more tolerant of others' points of view than before. These gains when considered with the gains described earlier could be regarded as good indicators of an overall positive impact of the Institute on students to be better learners and better individuals.

Group B students do not differ significantly from Group A students with respect to the positive impact of the Institute on the students. It is significant to note that in spite of the marked differences between the two groups in terms of their socio-economic

and their educational backgrounds, the Institute seems to have an equal impact on both the groups.

### Students' Perception of the Institute

In a free response style, the students were asked to describe the best and the unique things about the Institute. The free responses reveal students' perception of the Institute. Student free responses are grouped under the following categories:

1. Institute and Self-improvement
2. Institutional "climate"
3. Curriculum
4. Teachers and counselors

Tables 21  
and 22

The feature that looms large in student perception of the Institute is teachers and counselors. On the whole, more than half of the students have pointed out this feature as one of the best or unique aspects of the Institute. Friendly and helpful, interested in students, and treating students like adults are some of the characteristics of the teachers and counselors that the students have most frequently mentioned. Here are two questions out of many similar statements written by students. 'They really try to help you and they are really concerned about you,' writes one student. 'They won't shame you if you don't know', writes another student.

It is interesting to compare the students' perception of

the Institute teachers as they are with their perception of the teachers as they should be. More than half of the students think that a good teacher should be understanding and helpful and more than one third of the students think that a good teacher should be interested, concerned and friendly. About one tenth of the students emphasize teacher's subject expertness as an important characteristic of a good teacher. The perception of the Institute teachers as they are and their perception of the teachers as they should be seem to correspond with each other to a large extent. It is also interesting to note that the teacher's expertness is not rated as high by these students as his positive affective behavior.

The second outstanding element in student perception of the Institute is the institutional climate. More than one fourth of the students have considered the institutional climate as one of the best or unique characteristics of the Institute. Freedom, helping and encouraging attitude. accepting a student for a second chance are some of the most frequently mentioned characteristics of the Institute. Here are two quotations from student responses. 'It gives underprivileged students a chance to advance'. 'There is always some one to help you.'

The third best aspect of the Institute is curriculum. One fourth of the students have considered curriculum as one of the best characteristics of the Institute. Flexibility, college preparatory nature of the program, the possibility of taking some college credit courses and provision of various levels of learning

for students with varying needs are some of the most frequently mentioned aspects<sup>of</sup> the program. Here are two statements from student responses. 'It picks you up from where you are.' 'It gives you a chance to move faster.'

About one fifth of the students have emphasized experiences toward self-realization and self-improvement as the unique aspect of the Institute. Growing awareness of one's potentials, self-esteem and self-confidence are some of the most frequently mentioned elements of such experiences. A few quotations from students responses would be illuminating. 'I feel I might have a chance in life.' I feel like I am getting somewhere.' I want to finish college more than ever now.' 'I have learned to speak for what I believe is right.' 'I learned not to feel sorry for myself.'

It is important to note that in spite of some remarkable socio-economic and educational differences between the two groups of students, the two groups do not differ significantly in these respects. In other words, the differences between the two groups have not significantly influenced their perception of the Institute.

#### Student Perception of Dropouts

Table 23 presents the reasons perceived by the students for their classmates dropping out of the program.

Table 23

Two outstanding reasons perceived by the students for the

drop outs are students' limitations and curricular limitations. A third reason perceived by the students is the institutional drawback. More than half of the students have indicated students' own limitation as a major cause of their drop out. Financial and domestic difficulties, lack of interest in learning and lack of determination to continue education are some of the important student limitations. About one fourth of the students have mentioned curricular limitations as another important cause of the drop outs. Uninteresting and not stimulating enough learning experiences are mentioned as the major curricular limitations. One tenth of the students have indicated lack of effective attendance policy as an important cause of the drop outs.

A great deal of the faculty concern at the Institute has been how to turn the students on and how to keep them motivated in learning. Once the ice of apathy, hostility and skepticism at the initial stage is broken more than half of the drop-out battle is won. Ineffective attendance policy and lack of adequate counseling are some of the major causes of the drop out as perceived by the faculty.

A cause not perceived by the students but perceived by the faculty is student misplacement. The placement tools and techniques used by the Institute do not seem to be highly valid and reliable. Identification of motivation is one of the most challenging tasks

the Institute has been facing.

### Change for the Next Semester

Responding to the open-end inquiry as to what one thing they would like to have next semester at the Institute, about one third of the students have expressed their desire to introduce college credit courses in the Institute. The courses that are most frequently mentioned are business, biology, mathematics, social science and English.

### General Evaluation

About half of the students considered what they learned at the Institute of great use to them and about one third of the students as of much use to them, and one sixth of the students as of some use to them. The percentage of students who considered their learning at the Institute of little or no use is negligible (3%).

The positive feeling of rewarding learning at the Institute is collaborated by a large percentage of students' (74%) willingness to recommend the Institute to their friends without reservation and about one fourth of students' willingness to recommend it to their friends with some reservations.

### Implications of the Study

\* On the whole, the students of the Developmental Institute

are socially, economically and educationally disadvantaged. The Manpower students are more disadvantaged in this respect than the regular developmental students. These handicaps present challenges to the students and to the teachers and administrators in the form of appropriate placement of the students at various levels, stimulating and useful curriculum, interesting and useful instructional materials, facilities, dynamic methods of teaching, adequate counseling and effective tools and techniques of evaluation.

\* In spite of socio-economic and educational hardships, a great majority of the students have displayed encouraging signs of progress. On the whole, they have reacted to the program positively. They have made gains in academic subjects, in building up self-confidence and self-esteem and in broadening their outlook. A great majority of the students are interested in continuing their education either for a degree or for various types of careers. A multi-track curriculum seems to be a great need for college.

\*Among the facts that facilitated their learning and self-improvement, the chief factors are friendly and concerned teachers and counselors, the adult-like treatment that they received at the Institute, the flexible and tri-level arrangement of the curriculum, the Work-Study Program and the total environment of the Institute that nurtured their potentials. These factors need to be capitalized on for further progress.

\*An important change that the students would like to have

in the institute is regarding curriculum. They would like to have some college-credit courses offered in the Developmental Institute in areas such as English, Math, Business Administration, Social Science and Biology. A serious attempt needs to be made to initiate some college credit courses on an experimental basis. The Business Administration Department of the college has agreed to offer a business course (Business Organization - an introductory course) for the Institute students. This course will meet for five hours a week, one hour every day. The course materials and methods of instruction will be largely geared to the student needs and abilities.

## PART I

Table 1

AGE			
Gr. A Students N=66	Gr. B Students N=40	Total No. of Students N=106	
Average Age	20.8	22.5	21.5

Note: Throughout this study, in all the tables where chi-square analysis of the data has been made, the chi-square values have been accepted as significant where the probabilities are equal to or less than .10. The following scheme is adopted to designate the significance of chi-square values; a single (\*) asterisk is used to indicate that the chi-square values were significant at the .01 level. A double (\*\*) asterisk is used to indicate that chi-square values were significant at the .05 level. A triple (\*\*\*) asterisk is used to indicate that chi-square values were significant at the .10 level.

TABLE 2

SEX, MARITAL STATUS, RACE

	Sex		Marital Status				Race				
	Male	Female	No re- sponse	Single	Marr- ied	Divor- ced	No re- sponse	Negro	Cau- casian	Other	No re- sponse
No. and % of group A students N=66	44 (66.7)	21 (31.8)	1 (1.5)	55 (82.3)	8 (12.1)	2 (3.03)	1 (1.5)	37 (55.1)	21 (31.8)	5 (7.6)	3 (4.5)
No. and % of group B students N=40	21 (52.5)	19 (47.5)	0 (0)	29 (72.5)	5 (12.5)	6 (15)	0 (0)	38 (95)	1 (2.5)	1 (2.5)	0 (0)
Total No. and % of students N=106	65 (61.3)	40 (37.7)	1 (.94)	84 (79.2)	13 (12.2)	8 (7.5)	1 (.94)	75 (70.7)	22 (20.7)	6 (5.6)	3 (2.8)

TABLE 3

## Place of Birth: Student, Father and Mother

	Student's birthplace					Father's birthplace						
	a	b	c	d	e	No Respon- se	a	b	** c	* d	* e	Don't Know
No. and % of Group A students N=66	31 (46.9)	3 (4.5)	21 (31.8)	7 (10.6)	1 (1.5)	3 (4.5)	11 (16.7)	0 (0)	26 (39.4)	14 (21.2)	7 (10.6)	3 (4.5)
No. and % of Group B students N=40	23 (57.5)	2 (5)	12 (30)	3 (7.5)	0 (0)	0 (0)	5 (12.5)	0 (0)	24 (60)	2 (5)	0 (0)	0 (0)
Total No. and % of students N=106	54 (50.9)	5 (4.7)	33 (31.1)	10 (9.4)	1 (.94)	3 (2.8)	16 (15.1)	0 (0)	50 (47.1)	16 (15.1)	7 (6.6)	3 (2.8)

Note: a=Chicago  
b=Illinois  
c=Southern States  
d=Other Areas  
e=Foreign Countries

		Mother's birthplace					
No Respon- se	a	b	c	*** d	e	Don't Know	No Respon- se
5 (7.6)	9 (13.6)	0 (0)	34 (51.6)	16 (24.2)	1 (1.5)	3 (4.5)	3 (4.5)
9 (22.5)	4 (10)	0 (0)	25 (62.5)	5 (12.5)	1 (2.5)	0 (0)	3 (7.5)
14 (13.2)	13 (12.2)	0 (0)	59 (55.6)	21 (19.8)	2 (1.9)	3 (2.8)	6 (5.6)

TABLE 4

		Stay in Chicago		Stay at present address			
		No. of Group A Students N=66	No. of Group B Students N=40	Total No. of Students N=106	No. of Group A Students N=66	No. of Group B Students N=40	Total No. of Students N=106
Average Years		14.1	18.2	15.9	(0)	4.9	5.8
Present Neighborhood: Class-wise							
Lower Class **		Upper Class	Lower Class	Middle Class	Upper Class	Middle Class	No response
No. and % of Group A Students N=66		21 (43.7)	9 (18.7)	13 (27.0)	2 (4.2)	3 (6.4)	18
No. and % of Group B Students N=40		22 (64.7)	5 (14.7)	7 (20.6)	0 (0)	0 (0)	6
Total No. and % of Students N=106		43 (52.4)	14 (17)	20 (24.4)	2 (2.4)	3 (3.7)	24

**TABLE 5**

**Family size: Brothers and Sisters**

	***					Average No. of brothers & sisters	
	*	1 to 3	4 to 6	6 to 10	Beyond 10		No response
None							
No. and % of Group A Students N=66	7 (10.6)	27 (40.9)	14 (21.2)	12 (18.2)	2 (3)	4 (6.1)	(3.9)
No. and % of Group B Students N=40	4 (10)	8 (20)	14 (35)	8 (20)	3 (7.5)	3 (7.5)	(5.3)
Total No. and % of Students N=106	11 (10.4)	35 (33)	28 (26.4)	20 (18.9)	5 (4.7)	7 (6.6)	(4.5)

TABLE 6

	Living Arrangements					No. of People in Household				
	*** a	* b	* c	* d	* e	No Re- sponse	1 to 3	4 to 6	7 to 10	More than 10
No. and % of Group A Students N=66	14 (21.2)	1 (1.5)	29 (43.9)	5 (7.6)	16 (24.16)	1 (1.5)	17 (25.7)	29 (43.9)	15 (22.7)	2 (3)
No. and % of Group B Students N=40	14 (35)	0 (0)	6 (15)	12 (30)	8 (20)	0 (0)	14 (35)	15 (37.5)	6 (15)	2 (5)
Total No. and % of Students N=106	28 (26.4)	1 (.94)	35 (33.0)	17 (16.0)	24 (22.6)	1 (.94)	31 (29.14)	44 (41.5)	21 (19.8)	4 (3.8)

a= lives with mother  
b= lives with father

c=lives with both father and mother e=other  
d=lives alone

TABLE 7

	Type of House						No. of Bedrooms			No Re-Average No. of Bedrooms	
	* a	* b	** c	** d	* e	No Re- sponse	1 to 3	4 to 6	Beyond 6		
No. and % of Group A Students N=66	15 (22.7)	1 (1.5)	3 (4.5)	40 (60.6)	10 (15.1)	1 (1.5)	44 (66.6)	19 (28.8)	2 (3)	1 (1.5)	3
No. and % of Group B Students N=40	1 (2.5)	2 (5)	1 (1.5)	34 (85)	2 (5)	0 (0)	29 (72.5)	5 (12.5)	1 (2.5)	5 (12.5)	2
Total No. and % of Students N=106	16 (15.1)	3 (2.8)	4 (3.8)	74 (69.8)	12 (11.3)	1 (.94)	73 (68.9)	24 (22.6)	3 (2.8)	6 (5.6)	(2.5)

a=A separate detached house  
b=A raw house

c=A duplex  
d=An apartment

e=Any other kind

No Re- sponse	Average No. of people staying in house
3 (4.5)	5
3 (7.5)	5
6 (5.6)	5

5

TABLE 8

## Father's Employment and Occupation

	Employment				Types of Occupation						
	** em- ployed	unem- ployed	dead	don't know	No re- sponse	a	b	c	d	e	No re- sponse
No. and % of Group A Students N=66	41 (61.1)	6 (9.1)	9 (13.6)	2 (3)	8 (12.1)	5 (7.5)	1 (1.5)	17 (25.7)	5 (7.5)	10 (15.1)	3 (4.5)
No. and % of Group B Students N=40	15 (37.5)	2 (5)	14 (35)	2 (5)	7 (17.5)	0 (0)	0 (0)	8 (20)	1 (2.5)	2 (5)	4 (10)
Total No. and % of Students N=106	56 (52.8)	8 (7.5)	23 (21.7)	4 (3.8)	15 (14.1)	5 (4.7)	1 (.94)	25 (23.6)	6 (5.6)	12 (11.3)	7 (6.6)

a=professional  
b=skilled

c=semi-skilled  
d=unskilled

e=self employed

TABLE 9

## Mother's Employment and Occupation

	Employment				Types of Occupation						
	em- ployed	unem- ployed	dead	don't know	No re- sponse	a	b	c	d	e	No re- sponse
No. and % of Group A Students N=66	25 (37.9)	35 (52.0)	3 (4.5)	1 (1.5)	2 (3)	2 (3)	1 (1.5)	16 (24.2)	3 (4.5)	0 (0)	3 (4.5)
No. and % of Group B Students N=40	10 (25)	21 (52.5)	2 (5)	1 (2.5)	6 (15)	0 (0)	0 (0)	5 (12.5)	1 (2.5)	1 (2.5)	3 (7.5)
Total No. and % of Students N=106	35 (33)	56 (52.8)	5 (4.7)	2 (1.9)	8 (7.5)	2 (1.9)	1 (.94)	21 (19.8)	4 (3.8)	1 (.94)	6 (5.6)

TABLE 10

## Student's Employment and Occupation

	Employed		Full-time/Part-time		Nature of Job					
	Yes	No	Full Time	Part Time	a	b	d	No Re- sponse		
No. and % of Group A Students N=66	57 (85.4)	9 (14.6)	6 (9.1)	50 (75.7)	1 (1.5)	12 (18.2)	2 (3)	29 (43.9)	9 (13.6)	5 (7.6)
No. and % of Group B Students N=40	34 (85)	6 (15)	1 (2.5)	33 (82.5)	0 (0)	6 (15)	3 (7.5)	23 (57.5)	1 (2.5)	1 (2.5)
Total No. and % of Students N=106	91 (85.8)	15 (14.1)	7 (6.6)	83 (78.3)	1 (.94)	18 (16.9)	5 (4.7)	52 (49.0)	10 (9.4)	6 (5.6)

a=Work-study; b=Skilled; c=Semi-skilled; d=Unskilled

TABLE 11

	Student's Employment Need			Student				
	Yes	No	No Re- sponse	Yes	No	No Re- sponse	a	b
No. and % of Group A Students N=66	19 (28.8)	47 (70.0)	0 (0)	23 (34.8)	42 (63.6)	1 (1.5)	4 (6.1)	2 (3)
No. and % of Group B Students N=40	17 (42.5)	22 (55)	1 (2.5)	18 (45)	21 (52.8)	1 (2.5)	4 (10)	0 (0)
Total No. and % of Students N=106	36 (33.9)	69 (65.1)	1 (.94)	41 (38.7)	63 (59.4)	2 (1.9)	8 (7.5)	2 (1.9)

a=My Mother; b=Children; c=Family; d=Partial Support; e=Full Support;

Providing Support		e		No Re-	
		d		sponse	
5	8	0	4		
(7.6)	(12.1)	(0)	(6.1)		
0	8	3	3		
(0)	(20)	(7.5)	(7.5)		
5	16	3	7		
(4.7)	(15.1)	(2.8)	(6.6)		

TABLE 12

	Work Study Program	Manpower Retrieval Program	Both Work Study and Retrieval Program	None of these
No. and % of Group A Students N=66	38 (57.6)	0 (0)	0 (0)	28 (42.4)
No. and % of Group B Students N=40	0 (0)	14 (35)	26 (65)	0 (0)
Total No. and % of Students N=106	38 (35.8)	14 (13.2)	26 (24.5)	28 (26.4)

TABLE 13

Student's Educational Background

	High School Diplomas		Dates of Graduation				No Re- sponse			
	Yes	No	1940- 1962	1963	1964	1965		1966	1967	
No. and % of Group A Students N=66	57 (86.1)	8 (12.1)	1 (1.5)	5 (7.6)	3 (4.5)	2 (3)	6 (9.1)	12 (18.2)	29 (43.9)	0
No. and % of Group B Students N=40	25 (62.5)	15 (37.5)	0 (0)	2 (5)	0 (0)	0 (0)	2 (5)	6 (15)	15 (37.5)	0
Total No. and % of Students N=106	82 (77.3)	23 (21.7)	1 (.94)	7 (6.6)	3 (2.8)	2 (1.9)	8 (7.5)	18 (16.9)	44 (41.5)	0

TABLE 14

Student's Educational Background  
and Educational Plans

No. and % of Group A Students N=66	Previous College Experience		Future Educational Plans			
	Yes	No	College or University	Technical or Vocational Education	Discontinue Employment	No re-sponse
	No Re-sponse	No Re-sponse	College or University	Technical or Vocational Education	Discontinue Employment	No re-sponse
	24 (36.4)	40 (60.6)	2 (3.0)	56 (84.8)	5 (7.6)	2 (3)
	8 (20)	32 (80)	0 (0)	29 (72.5)	2 (5)	1 (2.5)
Total No. and % of Students N=106	32 (30.2)	72 (67.9)	2 (1.9)	85 (80.2)	7 (6.6)	3 (2.8)
					1 (1.5)	2 (3)
					4 (10)	4 (10)
					5 (4.7)	6 (11.4)

TABLE 15

## Students' Career Plans

No. and % of Group A Students N=66	Perceived by Students					Perceived by Parents					
	*** **					** **					
	a	b	c	d	e	No Re-sponse	a	b	c	d	e
	3 (4.5)	32 (48.5)	14 (21.2)	3 (4.5)	9 (13.6)	5 (7.6)	29 (43.9)	8 (12.1)	5 (7.6)	6 (9.1)	3 (4.5)
	3 (7.5)	16 (40)	5 (12.5)	4 (10)	9 (22.5)	3 (7.5)	10 (25)	3 (7.5)	3 (7.5)	5 (12.5)	5 (12.5)
Total No. and % of Students N=106	6 (5.6)	48 (45.3)	19 (17.9)	7 (6.6)	18 (16.9)	8 (7.5)	39 (36.8)	11 (10.4)	8 (7.5)	11 (10.4)	8 (7.5)

a=Don't know; b=professional; c=skilled; d=semi-skilled; e=self-employed; (Perceived by students)  
a=professional; b=skilled; c=semi-skilled; d=self-employed; e=don't know; (Perceived by parents)

No Re-  
sponse  
15  
(22.7)

14  
(35)

29  
(27.3)

TABLE 16

Reasons for Attending the Institute

	a	b	c	d	e	f	g	h	i	j	k
No. and % of Group A Students N=66	21 (31.8)	8 (12.1)	6 (9.1)	1 (1.5)	19 (28.8)	3 (4.5)	6 (9.1)	6 (9.1)	11 (16.7)	13 (19.7)	2 (3)
No. and % of Group B Students N=40	16 (40)	1 (2.5)	0 (0)	0 (0)	6 (15)	11 (27.5)	6 (15)	2 (5)	3 (7.7)	11 (27.5)	3 (7.5)
Total No. and % of Students N=106	37 (34.9)	9 (8.5)	6 (5.6)	1 (.94)	25 (23.6)	14 (13.2)	12 (11.3)	8 (7.5)	14 (13.2)	24 (22.6)	5 (4.7)

a=To catch up with the present study; b=Parents wanted me to come; c=Teacher urged me to come; d=School principal advised to come; e=Counselor advised to come; f=Friends suggested that I come; g=I came here because of the Work-Study program; h=To avoid the draft (Military); i=To prepare myself for the college; j=For self improvement and better understanding of myself; k=To get a good job.

TABLE 17

Reasons for Continuing at the Institute

		***											
		*	a	b	c	d	e	f	g	h	i	j	k
No. and % of Group A Students N=66			45 (67.2)	20 (30.3)	15 (22.7)	23 (34.8)	10 (15.1)	18 (27.3)	11 (16.7)	18 (27.3)	0 (0)	4 (6.1)	2 (3)
No. and % of Group B Students N=40			26 (65)	6 (15)	7 (17.5)	11 (27.5)	6 (15)	9 (22.5)	3 (7.5)	17 (42.5)	1 (2.5)	0 (0)	1 (2.5)
Total No. and % of Students N=106			71 (66.8)	26 (24.5)	22 (20.7)	34 (32.1)	16 (15.1)	27 (25.5)	14 (13.2)	35 (33)	1 (.94)	4 (3.8)	3 (1.9)

a=I felt that program was useful; b=subjects were interesting; c=liked the teachers;  
d=Teachers seemed to be interested in me; e=Teachers respected me more than the "regular schools";  
f=They treated me like an adult not like a child; g=I could participate in classes more than the  
"Regular schools"; h=I like to finish what I have started; i=Wanted to be with my friends;  
j=Parents wanted me to come; k=I had no other choice; l=To make up for my academic deficiencies;  
m=To finish high school and to gain some college credits; n=Because I paid my tuition;  
o=Because of the warm atmosphere.

1	m	n	o
2 (3)	2 (3)	2 (3)	0 (0)
3 (7.5)	2 (5)	0 (0)	2 (5)
5 (4.7)	4 (3.8)	2 (1.9)	2 (1.9)

TABLE 18

Curriculum Gains

I feel that I learned - - - - - this semester

No. and % of Group A Students	Gr.A N=65 a		Gr.B N=39 b		Total N=104 c		Gr.A N=56 d		Gr.B N=37 e		Total N=93 f		Gr.A N=39 g		Gr.B N=31 h		Total N=70 i		Gr.A N=58 j		
	35	25	5	29	19	8	15	9	15	9	15	15	9	15	9	15	15	9	25	15	25
	(53.8)	(38.5)	(7.7)	(51.8)	(33.9)	(14.3)	(38.5)	(23.1)	(38.5)	(23.1)	(38.5)	(38.5)	(23.1)	(38.5)	(23.1)	(38.5)	(38.5)	(23.1)	(43.1)	(38.5)	(43.1)
No. and % of Group B Students	20	18	1	18	9	10	14	7	10	9	10	10	7	10	7	10	10	7	14	10	14
	(51.3)	(46.2)	(2.56)	(48.9)	(24.5)	(27)	(45.2)	(22.6)	(32.3)	(24.5)	(27)	(45.2)	(22.6)	(32.3)	(22.6)	(32.3)	(32.3)	(22.6)	(35.0)	(32.3)	(35.0)
Total No. and % of Students	55	46	6	47	28	18	29	16	25	28	18	29	16	25	16	25	25	16	39	25	39
	(52.1)	(41.3)	(5.8)	(50.5)	(30.1)	(19.3)	(42.9)	(22.9)	(35.7)	(30.1)	(19.3)	(42.9)	(22.9)	(35.7)	(22.9)	(35.7)	(35.7)	(22.9)	(39.8)	(35.7)	(39.8)

a=great deal about English; b=a little more about English; c=nothing about English; d=great deal about social science; e=a little more about social science; f=nothing about social science; g=a great deal about physical science; h=a little more about physical science; i=nothing about physical science; j=a great deal about mathematics; k=a little more about mathematics; l=nothing about mathematics; m=a great deal about fine arts; n=a little more about fine arts; o=nothing about fine arts.

Gr.B N=40 k	Total N=98 l	Gr.A N=46 m	Gr.B N=31 n	Total N=77 o
21 (36.2)	12 (20.7)	12 (26.1)	15 (32.6)	19 (41.3)
15 (37.5)	11 (27.5)	7 (22.6)	5 (16.1)	19 (61.3)
36 (36.9)	23 (23.5)	19 (23.4)	20 (25.9)	38 (49.4)

TABLE 19

Learning Improver

	Because of this semester's experience I think that					Because of this semester's experience I feel that					Because of this semester's experience I feel that				
	a	b	c	d	e	f	g	h	i	j	k	l			
No. and % of Group A Students N=66	58 (87.9)	7 (10.6)	1 (1.5)	0 (0)	43 (64.1)	21 (31.8)	2 (3)	0 (0)	36 (54.5)	29 (43.9)	1 (1.5)	0 (0)			
No. and % of Group B Students N=40	33 (82.5)	7 (17.5)	0 (0)	0 (0)	27 (67.5)	13 (32.5)	0 (0)	0 (0)	18 (45)	21 (52.5)	1 (2.5)	0 (0)			
Total No. and % of Students N=106	91 (85.8)	14 (13.2)	1 (.94)	0 (0)	70 (66)	34 (32.1)	2 (1.9)	0 (0)	54 (50.9)	50 (47.2)	2 (1.9)	0 (0)			

a=I will be more interested in learning than before.

b=I will have about the same interest in learning.

c=I will be less interested in learning than before.

d=No response.

e=More sure of myself about speaking up in class.

f>About the same sureness of myself.

g=Less sure of myself.

h=No response.

i=I can get along better with teachers than before.

j=I can get along with teachers about the same.

k=I can get along with teachers less than before.

l=No response.

This semester's experience  
has made me

m	n	o	p
48 (72.7)	16 (24.2)	2 (3)	0 (0)
30 (75)	10 (25)	0 (0)	0 (0)
78 (73.6)	26 (24.5)	2 (1.9)	0 (0)

m=more tolerant of others  
point of view than before.

n=No change.

o=Less tolerant of others  
point of view than before.

p=No response.

TABLE 20

Personal Improvement

	This Semester's Experience				After this Semester I feel that . . . .				After this Semester I feel that . . . .			
	a	b	c	d	e	f	g	h	i	j	k	l
No. and % of Group A Students N=66	55 (82.3)	6 (9.1)	3 (4.5)	2 (3)	62 (93.9)	3 (4.5)	0 (0)	1 (1.5)	54 (81.8)	11 (16.7)	0 (0)	1 (1.5)
No. and % of Group B Students N=40	32 (80)	8 (20)	0 (0)	0 (0)	37 (92.5)	3 (7.5)	0 (0)	0 (0)	32 (80)	7 (17.5)	0 (0)	1 (2.5)
Total No. and % of Students N=106	87 (82.1)	14 (13.2)	3 (2.8)	2 (1.9)	99 (93.4)	6 (5.6)	0 (0)	1 (.94)	86 (81.1)	18 (16.9)	0 (0)	2 (1.9)

a=Helped me to feel more sure of myself as a person.

e=I can be a better student than before.

i=I am more determined to succeed in college and life

b=Had not made much difference. f=I will be about the same.

j=I am about the same.

c=Had made me less sure of myself.

k=I am less determined to succeed.

d=No response.

g=I will be a worse student than before.

l=No response.

h=No response.

After this semester, I think  
that I participate in classes

<u>m</u>	<u>n</u>	<u>o</u>	<u>p</u>
54 (81.8)	11 (16.7)	1 (1.5)	0 (0)
31 (77.5)	9 (22.5)	0 (0)	0 (0)
85 (80.2)	20 (18.9)	1 (.94)	0 (0)

m=More than I used to do.

n=About the same.

o=Less than I used to do.

p=No response.

**TABLE 21**

**Student Perception of the Institute**

	The best thing about this Institute is:				
	gives a chance for self-improvement	Institutional climate	Curriculum	Teachers	No Response
No. and % of Group A Students N=66	13 (19.7)	18 (27.3)	15 (22.7)	38 (57.6)	5 (7.6)
No. and % of Group B Students N=40	7 (17.5)	11 (27.5)	13 (32.5)	22 (55)	3 (7.5)
Total No. and % of Students N=106	20 (18.9)	29 (27.3)	28 (26.4)	60 (56.6)	8 (7.5)

TABLE 22

A good teacher should be....

	a	b	c	d	e	f	g	h	i	j	k
No. and % of Group A Students N=66	34 (51.5)	2 (3)	35 (52)	10 (15.1)	4 (6.1)	2 (3)	2 (3)	5 (7.6)	5 (7.6)	2 (3)	5 (7.6)
No. and % of Group B Students N=40	8 (20)	1 (2.5)	20 (50)	5 (12.5)	0 (0)	2 (5)	2 (5)	2 (5)	5 (12.5)	2 (5)	1 (2.5)
Total No. and % of Students N=106	42 (39.6)	3 (2.8)	55 (51.9)	15 (14.1)	4 (3.7)	4 (3.7)	4 (3.7)	7 (6.6)	10 (9.4)	4 (3.7)	6 (5.6)

a=Interested, concerned and friendly; b=Encouraging; c=Understanding and helpful; d=Tolerant and patient; e=who can give more time; f=Affectionate; g=Sincere; h=Well mannered; i=subject expert; j=Impartial; k=On time; l=Optimistic; m=strict; n=No response.

<u>1</u>	<u>m</u>	<u>n</u>
2	0	5
(3)	(0)	(7.6)
0	1	8
(0)	(2.5)	(20)
2	1	13
(1.9)	(.94)	(12.3)

TABLE 23

Some of my classmates did not complete this semester because....

	Of curriculum	Teachers	Their own	Institution	Don't know any	No
			limitations		body personally	Response
					who left.	
No. and % of Group A Students N=66	16 (24.2)	2 (3)	37 (55.1)	8 (12.1)	7 (10.6)	14 (21.2)
No. and % of Group B Students N=40	9 (22.5)	2 (5)	20 (50)	5 (12.5)	4 (10)	6 (15)
Total No. and % of Students N=106	25 (23.6)	4 (3.8)	57 (53.8)	13 (12.3)	11 (10.3)	20 (18.9)

TABLE 24

Much of what I have learned at this Institute can be termed:

	Of great use to me	Of much use to me	Of some use to me	Of little use to me	Of no use to me what-so-ever
No. and % of Group A Students N=66	31 (47)	22 (33.3)	11 (16.7)	1 (1.5)	1 (1.5)
No. and % of Group B Students N=40	20 (50)	10 (25)	8 (20)	2 (5)	0 (0)
Total No. and % of Students N=106	51 (48.1)	32 (30.2)	19 (17.9)	3 (2.8)	1 (.94)